DOCUMENT RESUME

ED 110 129 JC 750 436

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TITLE An Evaluative Study of Student Improvement in Writing Skills as a Function of Learning Experiences in a One Semester English Fundamentals Course.
INSTITUTION Cerritos Coll., Norwalk, Calif. Office of Institutional Research.
PUB DATE 31 Jul 75
NOTE 30p.

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS Achievement Gains; Composition Skills (Literary); *Course Evaluation; Course Objectives; *English Instruction; *Junior Colleges; Literature Reviews; *Low Ability Students; Paragraph Composition; Sentence Structure; *Writing Skills

ABSTRACT

Two one-semester English courses, English 50.1 (English Fundamentals), concentrating on sentence construction, and English 50.2 (Basic Writing Skills), concentrating on paragraph development, were devised at Cerritos College (California) in an attempt to improve the effectiveness of the old English 50 (Grammar and Composition), which had combined grammar, composition, and literature. Students scoring in the lowest third on the College English Placement test were placed in English 50.1, while those scoring in the middle third were placed in English 50.2. This study evaluates the degree of student improvement in basic grammar and writing skills as a function of English 50.1. Results, based on multiple-blind pre- and post-paragraph testing of 172 students who completed the course, indicated that 69 percent of the students improved in writing ability, 25 percent decreased in ability, and 6 percent stayed the same. The author concludes that the course improved student writing ability, specifically, ability to eliminate mechanical errors and faulty sentence structure. It was further concluded that the traditional approach of combining the teaching of English grammar, literature, and writing into one semester is not as effective in improving student writing ability as a program that divides the work into two one-semester courses. The author reviews the literature from similar research and details the methodology used in this study. A table of results, the course outline, and a bibliography are appended. (Author/JS)

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AN EVALUATIVE STUDY OF STUDENT IMPROVEMENT IN WRITING SKILLS AS A FUNCTION OF LEARNING EXPERIENCES IN A ONE SEMESTER ENGLISH FUNDAMENTALS COURSE

Office of
Institutional Research
Cerritos College
July 31, 1975

Gary F. Schaumburg
Director of Research

JC 750 436

ABSTRACT

An Evaluative Study of Student Improvement in Writing Skills
As a Function of Learning Experiences in a One Semester
English Fundamentals Course

The purpose of this study was to evaluate whether improvement in writing skills occurs as a result of student exposure to English 50.1. Specifically, has the student improved in his ability to eliminate mechanical errors and faulty sentence structure from his writing. A literature review revealed that most studies did not indicate that improvement in writing ability occurred as a function of student learning experiences in English writing courses, a few studies did observe some growth in writing ability. It was hypothesized that students will improve in their ability to eliminate mechanical errors and faulty sentence structure from their writing, and thus improve writing skills, as a function of learning experiences in a one semester English 50.1 course. The subjects were all students who enrolled in a one semester English 50.1 class at Cerritos College during the day and completed the course. Writing ability was measured by pre- and post-paragraph tests. The findings led to the following conclusions. Students improved in their ability to eliminate mechanical errors and faulty sentence structure from their writing, and thus improved writing skills, as a function of learning experiences in a one semester English 50.1 course. Apparently, the traditional approach of combining the teaching of English grammar, literature, and writing into one semester is not as effective in improving student writing ability as a program that divides the work into two one-semester courses.

July, 1975

TABLE OF CONTENTS

	Page
INTRODUCTION	1
Context of the Problem	1
Statement of the Problem	2
Review of the Literature	2
Hypotheses	7
Rationale for the Hypotheses	7
Operational Definitions of the Variables	8
Significance of the Study	8
METHOD	9
Subjects	9
Independent Variable	9
Dependent Variable	10
Procedures	10
RESULTS	11
DISCUSSION	14
Conclusions	16
REFERENCES	18
APPENDIX A	19
APPENDIX B	24

LIST OF FIGURES

Page

Figure 1. Mean pre-test and post-paragraph test scores for English 50.1 students. 12

Figure 2. Percentage of students who increased, stayed the same, or decreased in writing ability as measured by the difference scores between pre- and post-tests. One unit equals one-half of a letter grade level. 13

Introduction

Context of the Problem

The English 50.1 (English Fundamentals) and English 50.2 (Basic Writing Skills) classes were developed in an attempt to improve the effectiveness of the old English 50 (Grammar and Composition) program. The consensus among English instructors was that the old English 50 program was not as effective as it could have been because it tried to do too many things. The course outline for English 50 called for the teaching of grammar, literature, and writing. Instructors experienced difficulty with this approach to teaching the aforementioned English skills, and as a result, some instructors taught English 50 as a grammar class while others taught it as a writing class. In addition, some instructors set very high standards, determined to let only the "best" students get to English 1. Other instructors, discouraged by high drop-out rates felt compelled to get as many students as possible into English 1.

The English 50.1 and English 50.2 courses were developed with the hope that this new program would be more effective at teaching grammar and writing skills, and thus help students succeed better in English composition classes. Also, it was believed that the new program would give students more of an opportunity to learn the English skills that would be most useful and relevant to them and their careers, and better prepare those students planning on enrolling in English 1 for transfer credit.

The new program divided the work of the old English 50 class into two sections: English 50.1 concerned primarily with sentences and their construction; and English 50.2 concerned primarily with the paragraph and its development. Students scoring in the lowest third of the College

English Placement test were placed in English 50.1, those scoring in the middle third in English 50.2.

There were several advantages that appeared to accrue from having two courses instead of one: (1) the focus of each course became clearer (e.g. instructors could concentrate on paragraph development); (2) the student started at his own ability level and worked forward sequentially; (3) the program was flexible enough so that a student could skip over material he already knew; (4) the sequential approach made the development of self-instructional material possible; (5) morale of instructors improved because they felt the program was really causing students to learn, their role being to help students succeed.

Statement of the Problem

The purpose of this study was to evaluate whether improvement in writing skills occurs as a result of student exposure to English 50.1. Specifically, has the student improved in his ability to eliminate mechanical errors and faulty sentence structure from his writing.

Review of the Literature

A review of the literature revealed that studies attempting to evaluate improvement in writing ability as a function of student learning experiences in English writing courses have been generally disappointing. Eurich (1932) employing the Van Wagenen English Composition Scale to score 54 freshman on pre- and post-test essays, attempted to evaluate the effectiveness of three months of English instruction at the University of Minnesota. His results indicated that 35 students showed no improvement in writing skills, some even declining slightly, while 19 made only slight

gains. In conclusion Eurich stated, "There is no evidence students improve their ability to write in composition (p. 215)."

In 1953 Feller analyzed the type and frequency of composition errors made by 80 students during their last semester in high school, against those made by the same students after one semester of college. His results indicated that little change had taken place in the type or frequency of composition errors, even though all students involved had taken a college composition course.

Clark (1968) conducted a comparative study to examine the relative effectiveness of three approaches to teaching freshman composition. The approaches varied in the method used to give students feedback on their written themes. One method employed the use of extensive instructor comments on theme cover sheets and on the pages of the themes, to inform students of the strengths and weaknesses in their writing. Another method was in class discussion of representative themes taken from each set that the class produced, the emphasis again was on the strengths and weaknesses in the writing. The third approach, included in the evaluation, gave the students no more assistance in improving their writing than marking mechanical errors and placing a grade on each theme. To assess the effectiveness of these three approaches, USAF Academy instructors, who were experienced in teaching freshman composition, were asked to conduct their classes by each of these methods. Each instructor taught one of his classes using the "theme-discussion" technique, one of his classes using the "extensive instructor comment" technique, and one class using the "marking mechanical errors only" technique. Subjects in the study wrote six out-of-class themes. Each theme assignment was the same for all

students. At the end of the semester themes one, two, five, and six were evaluated by English teachers who had participated in a two week workshop in grading, employing the criteria by which they would grade the themes. In comparing the three methods the results indicated that there were no differences between the methods as measured by improvement in student writing.

A study conducted by Saiki (1970) was designed to assess the effectiveness of different treatments in promoting student growth in writing. Specifically, she wanted to find out if the use of lay readers as paraprofessionals improved student writing skills more than the use of other types of personnel or resources. A total of 2,292 students were subjects in the investigation. The different treatments employed were: (1) lay readers who read and commented on student themes; (2) use of tape-recorded comments made by teachers; (3) use of reduced class loads; and (4) normal class approach (control group). Statistical analysis of composition change scores indicated no significant differences between treatment groups, and the control group.

In an attempt to explore student growth in writing ability, Cohen (1971) conducted a study in three community colleges in Southern California. Using a "group-devised" scoring key, each student's writing ability was measured by pre- and post-compositions written during the first and last weeks of an 18-week semester. The findings of the study indicated that no significant changes in writing ability were detected through a comparison of pre- and post-means for the total sample, or for any of the three colleges. Although analysis of the individual score changes indicated that almost all student scores changed slightly during

the semester, the results did not support the assumption that community college students improve their writing skills following 18 weeks of instruction in composition. However, the findings did support the use of a cooperatively developed scoring key to reduce rater bias.

In an attempt to determine the effect of remedial instruction in English usage upon writing competence in a college business leter-writing course, Pickard (1972) measured the writing competence of college freshmen in a business writing course who had also completed remedial instruction in English usage. Writing competence was measured at the end of the term on three in-class written letters, which were evaluated by three authorities using a letter-evaluation guide. The results showed that there was no difference in letter writing competence between those students who had completed a course of instruction in remedial English usage and those who had not.

Becker (1972) investigated what effect, if any, an innovative approach to English composition instruction had had upon the students enrolled in the program. As measured by a standardized English usage test administered at the end of the semester, students in the innovative approach were compared with students in a traditional three hour lecture course. Analysis of the results indicated that students enrolled in the innovative approach to English composition achieved a lower score than a comparable group of students in the traditional approach, when retested at the end of the semester using Form 1B of the Cooperative English Expression Test.

Although the results of most studies reviewed did not indicate that improvement in writing ability occurred as a function of student learning

experiences in English writing courses; a few studies did observe some growth in writing ability.

Miller (1958) observed an improvement in writing ability of college freshmen after a year of English. However, the improvement, after this year of English experience, was no greater than from an average grade of D+ to C-. Furthermore, the majority of his 200 subjects received the same rating on the pre- and post-theme tests. However, it should be noted that the low reliability of the scoring key used to grade pre- and post-themes was a contributing factor to Miller's results.

The high school Language Arts Department (1968) in Richfield, Minnesota, studied the composition skills of 24 classes (n=634) in grades 10, 11, and 12 to assess the improvement in writing skills from each grade level to the next, as an indication of the effectiveness of a composition curriculum which emphasized expository writing. The Sequential Tests of Educational Progress Writing Test, Form 2A, and an impromptu expository composition were used as measures of student achievement. Two independent raters were used to grade each composition. Results indicated that student composition skills did improve "substantially" from grade level to grade level, and that the mean and median scores of these students were well above national norms.

McCormick (1973) carried out a study of 320 subjects to examine and compare the academic achievement of students enrolled in an elective English program with the achievement of students enrolled in a traditional English program. The subjects were high school students, and were randomly assigned to treatment groups. Analysis of covariance of pre-test and post-test results indicated that students enrolled in an elective

English program did achieve more than their peers enrolled in a traditional program.

Although the findings of studies conducted by Eurich (1932), Feller (1953), Clark (1968), Saiki (1970), Cohen (1971), Pickard (1972), and Becker (1972) suggest that college students do not significantly improve writing skills following 18 weeks of instruction in English composition; the studies conducted by Miller (1958), the Richfield high school Language Arts Department (1968), and McCormick (1973) indicated that students can learn to improve their composition skills as a result of a years instruction. Perhaps the one semester English Fundamentals course (English 50.1), concentrating specifically on helping students to improve in their abiiity to eliminate mechanical errors and faulty sentence structure from their writing, will be shown to be effective in improving student composition skills.

Hypotheses

It is hypothesized that students will improve in their ability to eliminate mechanical errors and faulty sentence structure from their writing, and thus improve writing skills, as a function of learning experiences in a one semester English 50.1 course.

Rationale for the Hypotheses

As was stated above, studies (Becker, 1972; Clark, 1968; Cohen, 1971; Eurich, 1932; Feller, 1953; Pickard, 1972; & Saiki, 1970) have shown that students exposed to an 18 week English composition course did not show significant improvement in writing skills. However other studies (McCormick, 1973; Miller, 1958; & Richfield high school Language Arts

Department, 1968) showed that student writing skills did improve after a years exposure to an English program.

The consensus among English instructors at Cerritos College is that the old one semester English grammar and composition program (English 50), that attempted to teach grammar, literature and writing in one semester, was not really effective because it tried to do too many things in too short of time. On the other hand the instructors are of the opinion that the new program, which divides the work of the old English 50 course into two one semester classes (English 50.1 and 50.2), is more effective at teaching grammar and writing skills.

Operational Definitions of the Variables

1. Student exposure to English 50.1 (independent variable). Class meets three lecture hours per week for one semester. Course is designed to help the student eliminate mechanical errors and faulty sentence structure from his writing. Emphasis upon compact, clear communication, based upon ideas drawn from simple literature texts and supplemental materials.
2. Improvement in writing skill (dependent variable). Improvement in writing skills was measured through the use of pre-paragraph and post-paragraph tests, written during the first and last weeks of the semester. Numerical scores were assigned based on the student's ability to eliminate mechanical errors and faulty sentence structure from his writing.

Significance of the Study

The institutional significance of this study was to assess whether

the new English Fundamentals course (English 50.1) is effective at teaching grammar and writing skills. If the results support the English departments expectation that students improve in their ability to eliminate mechanical errors and faulty sentence structure from their writing, and thus improve writing skills as a function of learning experiences in a one semester English 50.1 course; then it would appear that the present study would have significance for Cerritos College, and other institutions who might be questioning the viability of traditional versus innovative English composition programs.

Method

Subjects

The subjects (Ss) were all students who enrolled in a one semester English 50.1 class at Cerritos College during the day and completed the course. This amounted to 201 Ss, however, one of the raters misplaced 29 papers. Thus the results are based on 172 Ss. The Ss were not informed that a study of their improvement in writing skills was being conducted.

Independent Variable

The independent variable was Ss experience in English 50.1 which is designed to help the student eliminate mechanical errors and faulty sentence structure from his writing. Emphasis is placed upon compact, clear communication, baded upon ideas drawn from simple literature texts and supplemental materials. An English 50.1 course outline has been appended (Appendix A).

Dependent Variable

The dependent variable was improvement in writing skills as measured by gain scores between pre-paragraph and post-paragraph tests. Ss were asked, on both pre- and post-tests, to write a single paragraph of 150 to 200 words. Ss were graded, using a numerical score from one to eleven, on ability to eliminate mechanical errors and faulty sentence structure from their writing. Appendix B contains a copy of "Paragraph Topics" and directions.

Procedures

During the first class meeting students in all the day 50.1 English classes were asked to write a single paragraph of 150 to 200 words (See Appendix B). This paragraph was written on a single sheet of paper with "Name _____" printed in the upper right hand corner. The completed pre-test papers were then stored in a box and locked in a file cabinet to prevent fading and aging that might have occurred if the papers had been left unprotected. This procedure was employed so that the raters would not be able to identify pre-tests from post-tests on the basis of fading or aging, etc.

During the final class meeting of the semester the Ss were again asked to write a single paragraph of 150 to 200 words. The same paper, directions, and "topics" were employed.

The experimenter then: (1) on the basis of student names matched Ss pre-test with post-test paragraphs; (2) cut-off name sections after coding both the name and written paragraph sections of each paper with the same randomly assigned number and; (3) listed in a log the numbers that identified pre- and post-tests for each S. Again, this procedure was

carried out so that the raters would not be able to distinguish between pre- and post-test papers.

Each paper, containing the Ss written paragraph only, was then independently evaluated by two raters. The raters were instructors involved in the English 50.1 program, and employed a cooperatively developed objective scoring key to reduce rater bias. Each paragraph started with one hundred points and from this total, points were deducted according to the cooperatively developed raters scale.

Results

The mean pre-test score for all English 50.1 students was 4.88 or slightly less than the numerical score equaling the letter grade of C. The mean post-test score for all English 50.1 students was 6.02, the numerical score equaling the letter grade of C+. Thus, average gain in writing skills, as measured by pre- and post-paragraph tests, was one-half a letter grade, from an average of C to C+ (see Figure 1). A t test analysis (paired observations) of the pre- and post-scores indicated that the difference between the means was significant ($t=7.79$, $df=171$, $p<.01$).

An analysis of ratings on pre- and post-tests assigned by the independent raters indicated that the average difference between the two ratings was 1.9 for the pre-tests and 2.0 for the post-tests. Concerning the variation of the two ratings on pre- and post-tests, the variance for pre-test ratings was 2.43 and 3.01 for post-tests. An F test indicated that the variation associated with pre- and post-test ratings was not significantly different ($F=1.23$, $df_1=171$, $df_2=171$, $p<.01$).

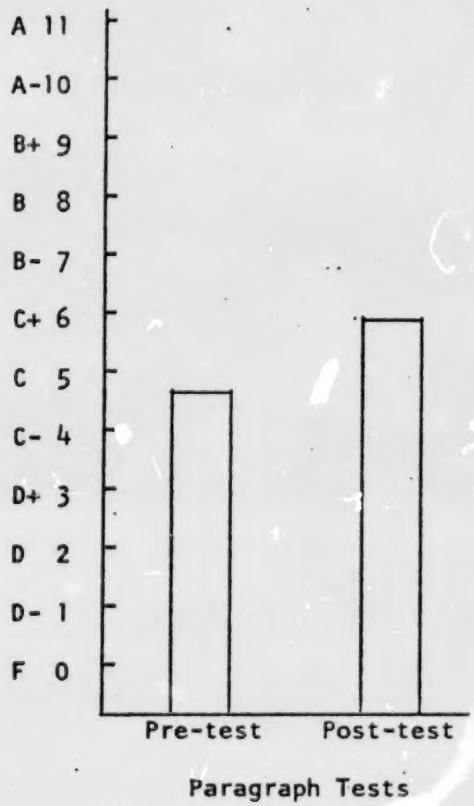

Fig. 1. Mean pre-test and post-paragraph test scores for English 50.1 students.

Figure 2 presents the percentage of students who improved in their writing ability as measured by post-paragraph tests, the percentage who did not improve but stayed the same, and the percentage who declined in writing ability. As can be seen, 118 or 69% of the 172 Ss improved in their writing ability; 11 or 6% stayed the same; and 43 or 25% declined.

Of the 118 Ss who improved, 15 or 12.7% increased two to three letter grade levels (i.e. D+ to B- would equal a numerical increase of four points; C- to A- a numerical increase of six points); 56 or 47.5% increased one to one-and-three-quarter letter grade levels; and 47 or 39.8% increased one-quarter to three-quarters of a letter grade.

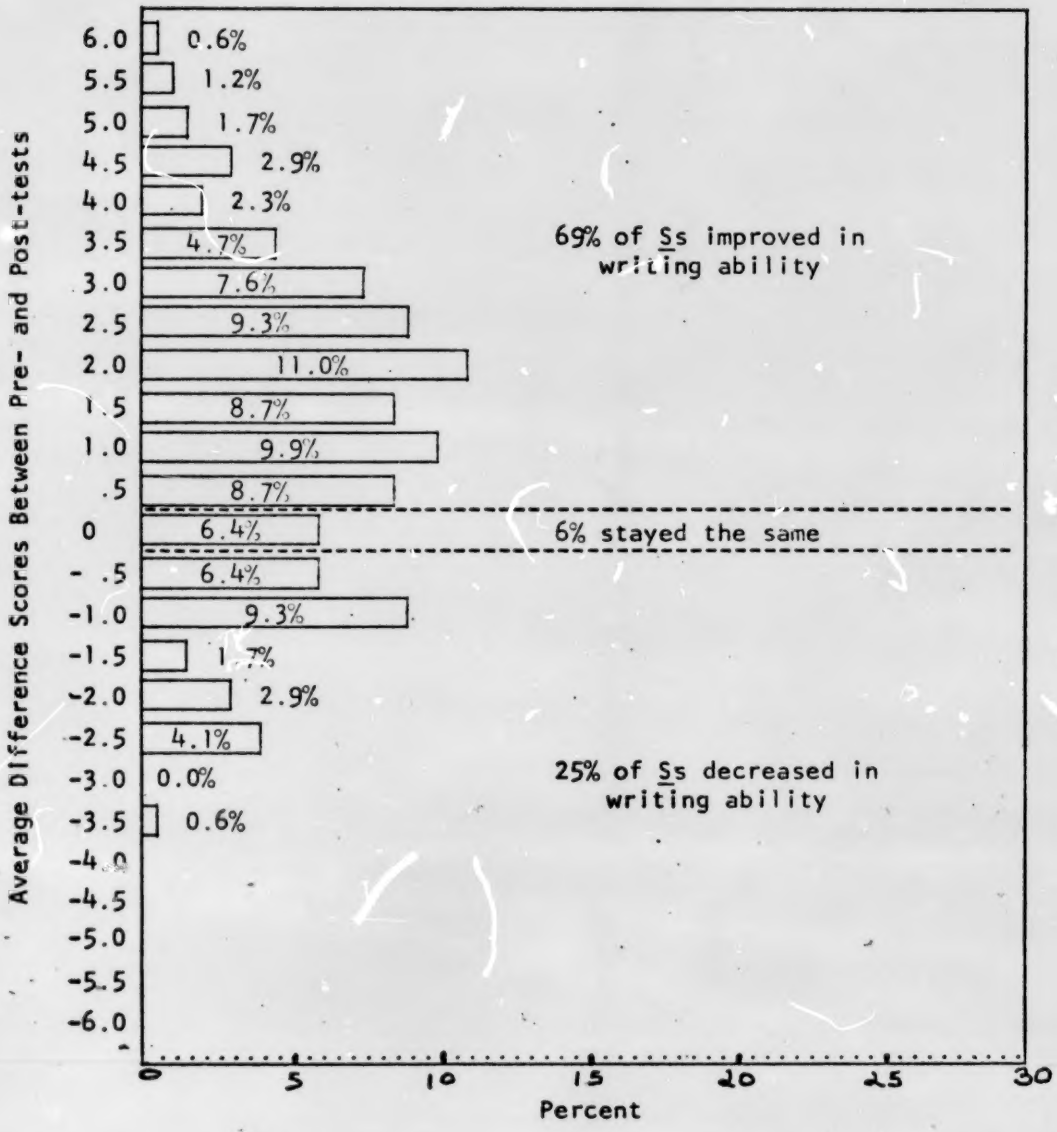

Fig. 2. Percentage of students who increased, stayed the same, or decreased in writing ability as measured by the difference scores between pre- and post-tests. One unit equals one-half of a letter grade level.

Of the 43 Ss who decreased in writing ability, 30 or 69.8% decreased slightly, one-quarter to three-quarters of a letter grade; and 13 or 30.2% decreased one to one-and-three-quarter letter grade levels.

Discussion

The findings support the hypothesis that students will improve in their ability to eliminate mechanical errors and faulty sentence structure from their writing, and thus improve writing skills, as a function of learning experiences in a one semester English 50.1 course. Although the mean difference between pre- and post-paragraph tests was statistically significant beyond the .01 level of confidence, the average improvement of one-half a letter-grade-level may be questioned as to its practical significance. However, before judgment is made, it should be noted that the computation of this average degree of improvement includes the scores of students who, for one reason or another, either stayed the same or decreased in their level of writing ability as measured by the post-paragraph tests.

Concerning the students (69%) who improved in writing ability, 60 percent improved from one to three letter-grade-levels. Furthermore, 13 percent of these students improved in writing ability two to three letter-grade-levels. Thus, it seems fair to conclude that for those students who did improve, their increases in writing ability appeared to be of practical significance.

In reference to those students who "stayed the same" (6%) and those who "decreased" (25%) in writing ability, one has to ask, "Why?". It seems very unlikely that experiences in English 50.1 could actually be

the variable accounting for a decrease in writing ability. This decrease, as measured by the difference between pre- and post-paragraph tests, is more likely a function of motivational and fatigue variables. That is to say, since the post-paragraph tests were administered during the last class meeting of the semester the students motivation to exhibit their best writing ability may not have been as great as it was during the first day of class when the pre-paragraph test was given. For example, by the last class meeting many students already know what letter grade they have achieved in a course; many are fully aware that their letter grade for the semester would not be effected by the score on the last writing assignment (post-test). In addition students and teachers are aware of the fatigue factor that influences the performance of both teacher and student during the last days of a semester. Thus, fatigue could also account for some of the apparent decrease in writing ability that was observed between pre- and post-tests.

Concerning the students (25%) who did decrease in writing ability as measured by the post-test the majority (70%) decreased only slightly, one-quarter to three-quarters of a letter grade.

In relating the results of this study to other studies that attempted to evaluate improvement in writing ability as a function of student learning experiences in English writing courses, the findings are in agreement with those of Miller (1958), the Richfield high school Language Arts Department (1968), and McCormick (1973). These studies indicated that students can learn to improve their composition skills as a result of a years instruction.

On the otherhand the results do not agree with the findings of Eurich (1932), Feller (1953), Clark (1968), Saiki (1970), Cohen (1971), Pickard (1972), and Becker (1972) that suggested that college students do not significantly improve their writing skills following 18 weeks of instruction in English composition. However, the majority of these studies evaluated Ss exposed to the traditional one semester English grammar, literature, and composition course. A course similar to the old English 50 program at Cerritos, which called for the teaching of grammar, literature, and writing; a course the English instructors felt tried to do too many things in too short a time. It seems fair to conclude that the traditional approach of combining the teaching of English grammar, literature, and writing is not as effective in improving student writing ability as a program that divides the work into two one-semester courses.

In addition the results of this study indicated that the variance associated with the two independent ratings on both pre- and post-tests was not significantly different.

It should also be noted that the inability to employ a randomized control-group pretest-posttest design instead of the one-group pretest-posttest design has the disadvantage of, no assurance that learning experience in English 50.1 was the only or even the major factor in the observed pre-test post-test difference.

Conclusions

In summary, the findings of this study led to the following conclusions:

1. Students improved in their ability to eliminate mechanical errors and faulty sentence structure from their writing,

and thus improved writing skills, as a function of learning experiences in a one semester English 50.1 course.

2. The traditional approach of combining the teaching of English grammar, literature, and writing into one semester is not as effective in improving student writing ability as a program that divides the work into two one-semester courses.

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APPENDIX A

CERRITOS COLLEGE

Morwall, California

COURSE OUTLINE

English 50.1-ENGLISH FUNDAMENTALS

Prepared by:

Seldon Cummings
Oscar Littleton — March, 1
Instructors — Date

Approved by:

Division Chairman

COURSE OUTLINE
English 50.1-English Fundamentals

I. CATALOG DESCRIPTION

A. Designed to help the student eliminate mechanical errors and faculty sentence structure from his writing. Emphasis upon compact, clear communication, based upon ideas drawn from simple literature texts and supplemental materials.

B. Three hours of lecture and evaluation. Three units.

C. Designed to partially fulfill the English requirements for an A.A. degree. Non-transferable.

D. Prerequisite: None

E. Placement test score below 148. (Converted Co-op; raw score 35)

II. TEXTS AND OTHER INSTRUCTIONAL MATERIALS

A. Basic Texts:

1. J. C. Blemenrhal, English 2600, Harcourt, Brace & World, Inc., New York 3rd Edition.
2. John H. Bens, A Search for Awareness, Holt, Rinehart and Winston, Inc. 2nd Edition.

B. Alternate Texts:

Each instructor has the option of using other texts (which have been approved by the Textbook Selection Committeeand adopted by the Board of Trustees) in lieu of the basic texts.

C. Recommended: Supplemental material, at instructor's discretion.

III. COURSE CONTENT

It is suggested that, after the first week of diagnostic writing and final placing of students, a two-week writing cycle be developed, to allow the instructor time to read and grade writing assignments, to discuss thinking and writing problems with students (in class and in private conference), and to assign and supervise any needed machanical drill. The instructor shall decide, based upon individual class and student need, how much time to allot to the several areas.

Suggested Course Schedule

The basic department-determined goal for 50.1 is improvement in sentence writing. Any method by which films, stories, pictures, and records can help motivate students to attain this goal is worth trying.

The thematic units approach seemed like a good idea for this kind of class. At any rate, it can provide a convenient framework for the organization of materials. The text selections are certainly not required normust they all be read. Also, you may find that certain selections belong more appropriately in another unit. Obviously the make-up of the class and your own predilections are the best criteria for the use of available materials.

The numbers and titles of films listed are county films and have been ordered. As it is the nature of films to get lost or broken, it is certainly advisable to have some alternative activities ready to put in their place.

S.A.S. Something About Sentences, Dalch and Neville
All poems, stories, and pictures are from Search for Awareness by John Bens.

IV. COURSE GOALS

In order to meet minimum standards by the end of the course, the student will demonstrate that he can proficiently do the following:

1. Score 80% or better on 3/4s of the post tests of the units listed below:

   a. The main idea

   b. Being specific

   c. Choosing a topic

   d. Fragments

   e. Run-togethers (sentence structure--or punctuation)

   f. The comma

   g. Other punctuation marks (period, semicolon, quotation marks

   h. Capitalization

   i. Spelling

   j. The apostrophe

   k. Subject-verb agreement

   l. Pronoun Agreement

   m. Pronoun case

   n. Verb forms (usage--saw, seen, did, done, etc.)

   o. Sentence Patterns (compounds and subordinates)

2. Write a minimum of 10 paragraphs in the course of a semester stressing the following rhetorical principles:

   a. Fidelity to the controlling idea of the topic sentence

   b. Concrete and specific support

   c. Topic sentence that contains the subject and controlling idea

   d. Free from gross grammatical mechanical errors.

V. METHODS OF INSTRUCTION

A. Reading of texts and supplemental materials, followed by class discussion.

B. Supplemental lectures.

C. Individual and class-assigned mechanical drilling, if necessary.

D. Writing assignments, graded and discussed.

E. The use of relevant audio-visual materials.

VI. METHODS OF EVALUATION

A. Evidence of writing progress, rating especially advancement in skill between first and last written assignment.

B. A marked reduction in mechanical errors.

C. Evaluation of oral class participation.

D. The enhanced ability to communicate clearly.

APPENDIX B

PLACEMENT PARAGRAPH TOPICS

Choose one of the following topics and write a SINGLE PARAGRAPH of 150 to 200 words. The paragraph should be organized according to a definite plan; there should be a topic sentence, at or near the beginning of the paragraph, which is followed by relevant, specific supporting details. Examples of specific details are statistics, names of people and places, examples from your own experience, particular events or things, etc.

Keep in mind that this paragraph may be used to determine the level (English 50.1, English 50.2, English 1) on which you will be placed. It should demonstrate the best writing of which you are capable on short notice.

THE TOPICS:

1. What is the most memorable thing you have done or encountered today, so far?
2. How would you redesign this classroom to make it more conducive to learning?
3. What do you hope to gain from this course?
4. Your strongest impression of Cerritos College
5. Your favorite form of recreation, and what you get from it
6. Your best trait
7. Your worst trait
8. Your greatest fear
9. A friend's most distinguishing trait
10. Your most satisfying accomplishment, so far

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